DOCUMENT RESUME

ED 156 247 JC 780 342

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TITLE The Learning Needs of Adults in Johnson County, Texas.
INSTITUTION Hill Junior Coll., Hillsboro, Tex.
PUB DATE 22 May 78
NOTE 58p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Adult Education; Adults; College Credits; Community Attitudes; Community Characteristics; Community Colleges; *Community Surveys; Conventional Instruction; Demography; *Educational Interest; Females; Institutional Research; *Junior Colleges; Males; *Needs Assessment; Personal Interests; Teaching Methods
IDENTIFIERS Texas (Johnson County)

ABSTRACT

The Adult Learning Project was conducted to determine the educational needs and conditions related to adult learning in Johnson County and to ascertain the attitudes of area residents toward Hill Junior College. The survey contacted approximately 1,200 adults; 576 questionnaires were returned. When results were correlated, four sample groups were identified: male and female would-be learners and male and female non-learners. Study results indicated that there was a relatively large number of would-be learners in the service area, perhaps as many as 30,000 out of approximately 50,000. Of these, about 60% would be female and 70% married. Respondents' learning interests were quite diverse: crafts, business skills, gardening, physical fitness, home repairs, religion, and investments were the most popular subjects. Most respondents hoped they would receive some type of credit for their educational experiences, and the majority of would-be learners preferred traditional learning situations. Most potential learners viewed additional education as a source of personal enjoyment and enrichment; they indicated the most important access barriers to be lack of time, cost, dislike of full-time schooling, and home and job responsibilities. The study indicated that Hill Junior College and its services are viewed favorably by area residents. Respondent demographics and a copy of the questionnaire are included. (TR)

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ED156247

# THE LEARNING NEEDS OF ADULTS IN JOHNSON COUNTY, TEXAS

## 1976-1977

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JC 780 342

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# THE LEARNING NEEDS OF ADULTS IN JOHNSON COUNTY, TEXAS

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May 22, 1978

TABLE OF CONTENTS


| | Page |
|---|---|
| LIST OF TABLES | iii |
| PREFACE | 1 |
| THE INSTITUTION | 2 |
| ADULT LEARNING PROJECT | 3 |
| Purpose | 4 |
| Focal Questions | 4 |
| Methods and Procedures | 4 |
| POPULATION AND SAMPLE | 6 |
| ANALYSIS OF THE DATA | 7 |
| Would-be Learners | 10 |
| Preferred Subject and Skill Areas | 11 |
| Conditions of Learning | 16 |
| Reasons for Continued Learning | 21 |
| Obstacles to Continued Learning | 23 |
| Preferred Sources of Educational Advice | 25 |
| Attitudes of Respondents Toward Hill Junior College | 29 |
| SUMMARY OF FINDINGS | 33 |
| The Would-be Learners | 33 |
| Preferred Subjects and Skill Areas | 34 |
| Conditions of Learning | 34 |
| Reasons for Continued Learning | 35 |
| Obstacles to Continued Learning | 35 |
| Preferred Sources of Educational Advice | 35 |

Attitudes Toward Hill Junior College . . . . . 36
CONCLUSIONS AND RECOMMENDATIONS . . . . . 36
SELECTED BIBLIOGRAPHY . . . . . 39
APPENDIX
A. SURVEY OF ADULT LEARNING . . . . . 40

LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1. | Comparison of Survey Sample With Johnson County Population . . . . . | 7 |
| 2. | Characteristics of Survey Sample . . . . . | 8 |
| 3. | Preferred Subjects and Skill Areas . . . . . | 12 |
| 4. | Conditions of Learning . . . . . | 17 |
| 5. | Reasons for Continued Learning . . . . . | 22 |
| 6. | Obstacles to Learning . . . . . | 24 |
| 7. | Educational Advice . . . . . | 26 |
| 8. | Attitudes of Respondents Toward Hill Junior College . . . . . | 30 |

## PREFACE

This report is the result of a research survey conducted to determine the needs and conditions related to adult learning in Johnson County, Texas. The attitudes of Johnson County residents toward Hill Junior College were also studied and reported in this document. The information gained from this study will be used for future planning and action by Hill Junior College.

The Adult Learning Survey questionnaire was developed originally by Educational Testing Service and was later modified for use in the St. Louis Non-Traditional Community College Project by Dr. Walter Hunter and his staff. A study similar to the one reported here was conducted by the author for Ft. Scott (Kansas) Community College utilizing the ETS developed questionnaire. The instrument was adapted and used by permission of ETS in the present study.

Several staff members of Hill Junior College made valuable contributions to this study. Of particular help were Mr. William Gilker and members of his sociology and psychology classes during the fall, 1977, semester. These students worked many hours to deliver and collect questionnaires from the respondents. Miss Cheryl Copeland helped with the tedious job of keypunching and Mrs. Velma Volcik provided assistance in typing the final manuscript. The help of all these individuals in developing the study and present report are gratefully acknowledged.

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## THE INSTITUTION

Hill Junior College is a small two-year institution located in the rolling farm land of Central Texas. The college is located in Hillsboro, Texas, and serves the residents of Hill, Bosque, and Johnson counties. It is proud to share the rich heritage and traditions of the area and to serve approximately 2500 rural Texans each year.

The college began as "Hillsboro Junior College" in 1923 and continued as an extension of the Hillsboro public school system until 1950. The original college was the first municipal junior college organized in the State of Texas, and it served as the only source of public higher education in a large segment of Central Texas for many years. A separate junior college district was formed in 1961 when the voters of six school districts in Hill County agreed to tax themselves for the purpose of establishing a modern junior college to serve the area. An extension center located at Cleburne, Texas, serves approximately eight hundred students each year.

As a good citizen of the area which it serves, Hill Junior College has accepted the responsibility to provide its neighbors in Central Texas with:

1. Technical programs up to two years in length leading to associate degrees or certificates;

2. Vocational programs leading directly to employment in semi-skilled and skilled occupations;

3. Compensatory education programs designed to fulfill the needs of underprepared students;

4. Counseling and guidance services designed to assist students toward their educational goals;

5. Courses in the arts and sciences parallel to those taught in the first two years of the senior colleges and universities of the state;

6. Continuing education experiences to persons desiring career and cultural enrichment; and

7. Leadership, technical assistance, and resources which contribute to the development of the service area.

## ADULT LEARNING PROJECT

Hill Junior College has been established by the voters of its district to provide educational services to area residents. However, the learning needs of those residents have never been determined with any certainty, and educational programs have been offered mainly on the basis of assumed need. Evidence indicates that Hill Junior College is doing a creditable job of anticipating and meeting the post-secondary needs of traditional students. Yet the number of students currently served in typical programs represents less than four percent of the county population and less than one percent of the population of the service area. Questions can be raised regarding the educational needs of the vast majority of area residents not currently being served by the college. One wonders if there are adults or post-secondary youths in this Central Texas region who desire additional education but who, for whatever reason,

have not been served by Hill Junior College.

## Purpose

The Adult Learning Project was developed to determine the conditions surrounding adult learning in a two-county area served by Hill Junior College. The survey was designed to provide information to be used as the college plans for the future to better serve the learning needs of its service area. The present report describes the results of the Project in Johnson County; an earlier report summarized findings in Hill County.

## Focal Questions

The study described here was designed to focus on the following questions:

1. What are the educational needs and interests of adults in Johnson County?

2. What are the conditions under which adults in Johnson County could best be served educationally?

3. What attitudes do adults in Johnson County hold toward Hill Junior College?

## Methods and Procedures

The Adult Learning Project was carried out by the staff and students of Hill Junior College. The methodology employed was an adaptation of that used in research conducted first by

the Commission on Non-Traditional Study and later by the St. Louis Non-Traditional Community College Project. The present study replicates a study conducted by the author for Fort Scott Community College, Fort Scott, Kansas, and completed April 1, 1975. The survey instrument was developed by Educational Testing Service and has since appeared as an appendix in the book, Planning Non-Traditional Programs, published in March, 1974, by Jossey-Bass, Inc. Permission to use the questionnaire was requested by Hill Junior College and was granted by ETS.

The survey sample was selected by the use of a numerical code and a list of names covering Johnson County residents. Selected students delivered survey instruments to the research sample as a project in the sociology and psychology classes taught by Mr. William Gilker. The students were given necessary explanations of the research and instructions for completing their assignments by the project director. The occupants of each house identified for the sample were contacted. A survey instrument was left at the house for each occupant eighteen years of age or older. Directions for completing the questionnaire were given and an appointment was made to collect the completed documents. Questionnaires were then collected and returned to the project director. This phase of the study was completed by December 1, 1976.

The next major task was analysis of data. All responses were summarized on data sheets and the combined data for each questionnaire item were cross tabulated by sex. Four sample

groupings resulted: would-be learners, male; would-be learners, female; non-learners, male; and non-learners, female.

The data were further reduced to tabular form for ease of interpretation. The resulting data groupings were then utilized to draw certain conclusions relating to the research questions under investigation. All data were presented as frequencies and percentages; no statistical treatments were carried out. A combination of hand and computer analysis was employed for all data treatments.

## POPULATION AND SAMPLE

The geographic area covered by this study included all of Johnson County located in Central Texas approximately twenty-five miles south of Fort Worth. This county had a 1970 population of 45,769. The sample population originally numbered approximately 1200, of which 576 persons returned usable questionnaires, for a percentage return of 48.0 percent. Table 1 presents data comparing selected characteristics of the sample group with those of the population as given in the 1970 census data. The sample group was skewed approximately eight and one-half percentage points in favor of females when compared to the actual 1970 census data for sex distribution. The sample group was relatively similar to census data for Blacks but contained relatively fewer whites and relatively greater numbers of all other ethnic groups.

Additional sample characteristics are reflected in data summarized in Table 2. For example, most respondents were

TABLE 1

Comparison of Survey Sample
with Johnson County Population

| Characteristics | Percent Of Population | Percent Of Sample |
|---|---|---|
| Sex | | |
| Male | 48.7 | 40.1 |
| Female | 51.3 | 59.9 |
| Race | | |
| White | 96.5 | 93.9 |
| Black | 3.2 | 3.1 |
| Other | 0.3 | 3.0 |

married (74.8%), had one or more children at home (54.2%), and were employed at least part-time (74.7%). Most respondents (56.8%) were under thirty-five years of age, and fifty-five percent of those who responded to the question reported family income in excess of $10,000 per year. Over thirteen percent of the respondents had earned at least a baccalaureate degree, and only twelve percent did not have at least a high school diploma. Another forty-nine percent of the respondents reported current enrollment in a college.

## ANALYSIS OF THE DATA

Data were obtained from the research sample described above and are presented in this section. Presentation of the data illustrates selected characteristics of the sample and describes

TABLE 2

Characteristics of Survey Sample

| | LEARNERS (N=535) | | | | NON-LEARNERS (N=41) | | | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Male | | Female | | Male | | Female | | | |
| | F | % | F | % | F | % | F | % | F | % |
| SEX | 209 | 36.3 | 326 | 56.6 | 22 | 3.8 | 19 | 3.3 | 576 | 100.0 |
| AGE | | | | | | | | | | |
| Under 25 | 52 | 24.9 | 91 | 27.9 | 6 | 27.3 | 0 | 0.0 | 149 | 25.9 |
| 25 - 29 | 38 | 18.2 | 62 | 19.0 | 1 | 4.5 | 2 | 10.5 | 103 | 17.9 |
| 30 - 34 | 32 | 15.3 | 37 | 11.3 | 4 | 18.2 | 2 | 10.5 | 75 | 13.0 |
| 35 - 44 | 38 | 18.2 | 57 | 17.5 | 5 | 22.7 | 4 | 21.1 | 104 | 18.1 |
| 45 - 54 | 35 | 16.7 | 50 | 15.3 | 4 | 18.2 | 5 | 26.3 | 94 | 16.3 |
| 55+ | 13 | 6.2 | 27 | 8.3 | 2 | 9.1 | 6 | 31.6 | 48 | 8.3 |
| No Resp. | 1 | 0.5 | 2 | 0.6 | 0 | 0.0 | 0 | 0.0 | 3 | 0.5 |
| RACE | | | | | | | | | | |
| White | 197 | 94.3 | 305 | 93.6 | 22 | 100.0 | 17 | 89.5 | 541 | 93.9 |
| Black | 6 | 2.9 | 11 | 3.4 | 0 | 0.0 | 1 | 5.3 | 18 | 3.1 |
| Lat. Am. | 2 | 1.0 | 3 | 0.9 | 0 | 0.0 | 1 | 5.3 | 6 | 1.0 |
| Asian | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Nat. Am. | 1 | 0.5 | 3 | 0.9 | 0 | 0.0 | 0 | 0.0 | 4 | 0.7 |
| Other | 1 | 0.5 | 1 | 0.3 | 0 | 0.0 | 0 | 0.0 | 2 | 0.3 |
| No Resp. | 2 | 1.0 | 3 | 0.9 | 0 | 0.0 | 0 | 0.0 | 5 | 0.9 |
| MARITAL STATUS | | | | | | | | | | |
| Single | 41 | 19.6 | 50 | 15.3 | 6 | 27.3 | 1 | 5.3 | 98 | 17.0 |
| Married | 159 | 76.1 | 243 | 74.5 | 16 | 72.7 | 13 | 68.4 | 431 | 74.8 |
| Widowed | 0 | 0.0 | 7 | 2.1 | 0 | 0.0 | 4 | 21.1 | 11 | 1.9 |
| Divorced | 9 | 4.3 | 23 | 7.1 | 0 | 0.0 | 1 | 5.3 | 33 | 5.7 |
| No Resp. | 0 | 0.0 | 3 | 0.9 | 0 | 0.0 | 0 | 0.0 | 3 | 0.5 |
| NO. OF CHILD. | | | | | | | | | | |
| One | 54 | 25.8 | 66 | 20.2 | 8 | 36.4 | 3 | 15.8 | 131 | 22.7 |
| Two | 40 | 19.1 | 60 | 18.4 | 2 | 9.1 | 3 | 15.8 | 105 | 18.2 |
| Three | 22 | 10.5 | 37 | 11.3 | 4 | 18.2 | 0 | 0.0 | 63 | 10.9 |
| Four | 3 | 1.4 | 5 | 1.5 | 0 | 0.0 | 0 | 0.0 | 8 | 1.4 |
| Five or More | 2 | 1.0 | 4 | 1.2 | 0 | 0.0 | 0 | 0.0 | 6 | 1.0 |
| None | 85 | 40.7 | 146 | 44.8 | 8 | 36.4 | 13 | 68.4 | 252 | 43.8 |
| No Resp. | 3 | 1.4 | 8 | 2.5 | 0 | 0.0 | 0 | 0.0 | 11 | 1.9 |

TABLE 2 (Continued)

| | LEARNERS (N=535) | | | | NON-LEARNERS (N=41) | | | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Male | | Female | | Male | | Female | | | |
| | F | % | F | % | F | % | F | % | F | % |
| **INCOME** | | | | | | | | | | |
| ∠ 3000 | 16 | 7.7 | 27 | 8.3 | 0 | 0.0 | 1 | 5.3 | 44 | 7.6 |
| 3 - 4.9 | 10 | 4.8 | 18 | 5.5 | 0 | 0.0 | 1 | 5.3 | 29 | 5.0 |
| 5 - 6.9 | 15 | 7.2 | 20 | 6.1 | 2 | 9.1 | 0 | 0.0 | 37 | 6.4 |
| 7 - 7.9 | 8 | 3.8 | 11 | 3.4 | 3 | 13.6 | 4 | 21.1 | 26 | 4.5 |
| 8 - 9.9 | 23 | 11.0 | 19 | 5.8 | 1 | 4.5 | 0 | 0.0 | 43 | 7.5 |
| 10 -14.9 | 53 | 25.4 | 80 | 24.5 | 5 | 22.7 | 3 | 15.8 | 141 | 24.5 |
| 15 -24.9 | 45 | 21.5 | 71 | 21.8 | 4 | 18.2 | 7 | 36.8 | 127 | 22.0 |
| > 25 | 20 | 9.6 | 25 | 7.7 | 2 | 9.1 | 1 | 5.3 | 48 | 8.3 |
| No Resp. | 19 | 9.1 | 55 | 16.9 | 5 | 22.7 | 2 | 10.5 | 81 | 14.1 |
| **EMPLOYED** | | | | | | | | | | |
| Full-time | 165 | 78.9 | 172 | 52.8 | 17 | 77.3 | 7 | 36.8 | 361 | 62.7 |
| Part-time | 19 | 9.1 | 47 | 14.4 | 2 | 9.1 | 1 | 5.3 | 69 | 12.0 |
| Not Employed | 18 | 8.6 | 101 | 31.0 | 2 | 9.1 | 11 | 57.9 | 132 | 22.9 |
| No Resp. | 7 | 3.3 | 6 | 1.8 | 1 | 4.5 | 0 | 0.0 | 14 | 2.4 |
| **ENROLLED IN COLLEGE** | | | | | | | | | | |
| Full-time | 28 | 13.4 | 172 | 12.6 | - | - | - | - | 200 | 37.4 |
| Part-time | 14 | 6.7 | 47 | 8.0 | - | - | - | - | 61 | 11.4 |
| NO | 166 | 79.4 | 101 | 78.5 | - | - | - | - | 267 | 49.9 |
| No Resp. | 1 | 0.5 | 6 | 0.9 | - | - | - | - | 7 | 1.3 |
| **AMT. OF EDUCATION** | | | | | | | | | | |
| 8 yrs. | 9 | 4.4 | 11 | 3.3 | - | - | - | - | 20 | 3.7 |
| 1-3 yrs. H.S. | 13 | 6.3 | 41 | 12.3 | - | - | - | - | 44 | 8.2 |
| H.S. Diploma | 72 | 35.0 | 127 | 38.1 | - | - | - | - | 199 | 37.2 |
| Trade School | 10 | 4.9 | 24 | 7.2 | - | - | - | - | 34 | 6.4 |
| 1 yr. Col. | 23 | 11.2 | 37 | 11.1 | - | - | - | - | 60 | 11.2 |
| 2 yr. Col. | 14 | 6.8 | 22 | 6.6 | - | - | - | - | 36 | 6.7 |
| 2 yr. Col. Deg. | 4 | 1.9 | 5 | 1.5 | - | - | - | - | 9 | 1.7 |

TABLE 2 (Continued)

| | LEARNERS (N=535) | | | | NON-LEARNERS (N=41) | | | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Male | | Female | | Male | | Female | | | |
| | F | % | F | % | F | % | F | % | F | % |
| 3 yr. Col. | 12 | 5.8 | 12 | 3.6 | - | - | - | - | 24 | 4.5 |
| 4 yr. Col. Deg. | 20 | 9.7 | 19 | 5.7 | - | - | - | - | 39 | 7.3 |
| Some Grad. | 10 | 4.9 | 15 | 4.5 | - | - | - | - | 25 | 4.7 |
| Masters | 5 | 2.4 | 2 | 0.6 | - | - | - | - | 7 | 1.3 |
| Doctorate | 1 | 0.5 | 0 | 0.0 | - | - | - | - | 1 | 0.2 |

conditions related to adult learning.

Would-be Learners

Question number one in the survey instrument (Appendix A) asked: "Is there anything in particular you would like to know more about, or would like to learn how to do better?" Table 2 contains data describing the respondent group which answered "yes" to this question as well as the much smaller group which made a negative response to the question.

A large majority of the research sample (92.9%) indicated a desire to learn; an attitude which was stronger among women (56.6%) than among men (36.3%). Other studies have reported similar results in different parts of the country. Seventy-eight percent of the respondents in a national survey, seventy-seven percent in a survey of St. Louis, Missouri, and sixty-five percent of the respondents in a survey conducted in Southeast Kansas wanted to learn.

## Preferred Subjects and Skill Areas

The potential learners identified in this study are interested in learning more about a variety of subjects. Table 3 records responses to questionnaire item two which asks: "Listed below is a wide variety of subjects and skills which people might wish to study or learn. Which ones interest you enough to spend a fair amount of time on them?"

The forty-eight possible subjects and skills listed in questionnaire item two may be broadly grouped into six areas of learning. The popularity of these broad areas of learning is expressed in two ways: as the number of subjects within each area selected by each respondent (count per respondent) and as the average frequency (selection rate) with which respondents selected the grouped subjects. The would-be learners of our area expressed interest in learning as follows:

1. Vocational Subjects. Agriculture, architecture, business, commercial art, data processing, cosmetology, education, engineering, trades, journalism, law, management, medicine, dentistry, nursing, sales, and technology.

   Count per Respondent = 2.46

   Average Selection Rate = 83.4

2. Hobbies and Recreation. Crafts, flight training, first aid and safety, sports and games, and travel.

   Count per Respondent = 1.17

   Average Selection Rate = 134.8

TABLE 3

Preferred Subjects and Skill Areas

| SUBJECTS | MALE (N=209) F | % | FEMALE (N=326) F | % | TOTAL (N=535) F | % |
|---|---|---|---|---|---|---|
| Agriculture | 51 | 22.0 | 14 | 4.0 | 65 | 12.1 |
| Architecture | 24 | 10.3 | 19 | 5.5 | 43 | 8.0 |
| Basic Education | 27 | 11.6 | 37 | 10.7 | 64 | 12.0 |
| Biological Sci. | 21 | 9.1 | 38 | 11.0 | 59 | 11.0 |
| Business Skills | 80 | 34.5 | 132 | 38.2 | 212 | 39.6 |
| Child Develop. | 21 | 9.1 | 129 | 37.3 | 150 | 28.0 |
| Citizenship | 10 | 4.3 | 13 | 3.8 | 23 | 4.3 |
| Commercial Art | 19 | 8.2 | 45 | 13.0 | 64 | 12.0 |
| Community Prob. | 36 | 15.5 | 50 | 14.5 | 86 | 16.1 |
| Data Processing | 33 | 14.2 | 76 | 22.0 | 109 | 20.4 |
| Consumer Ed. | 30 | 12.9 | 40 | 11.6 | 70 | 13.1 |
| Cosmetology | 5 | 2.2 | 70 | 20.2 | 75 | 14.0 |
| Crafts | 65 | 28.0 | 166 | 48.0 | 231 | 43.2 |
| Creative Writing | 34 | 14.7 | 68 | 19.7 | 102 | 19.1 |
| Education | 31 | 13.4 | 62 | 17.9 | 93 | 17.4 |
| Engineering | 58 | 25.0 | 7 | 2.0 | 65 | 12.1 |
| English | 16 | 6.9 | 47 | 13.6 | 63 | 11.8 |
| Environment | 22 | 9.5 | 21 | 6.1 | 43 | 8.0 |
| Fine Arts | 28 | 12.1 | 111 | 32.1 | 139 | 26.0 |
| Flight Training | 50 | 21.6 | 34 | 9.8 | 84 | 15.7 |
| Gardening | 50 | 21.6 | 142 | 41.0 | 192 | 35.9 |

TABLE 3 (Continued)

| SUBJECTS | MALE (N=209) F | % | FEMALE (N=326) F | % | TOTAL (N=535) F | % |
|---|---|---|---|---|---|---|
| Great Books | 9 | 3.9 | 40 | 11.6 | 49 | 9.2 |
| Home Repair | 85 | 36.6 | 96 | 27.7 | 181 | 33.8 |
| Humanities | 21 | 9.1 | 47 | 13.6 | 68 | 12.7 |
| Trades | 73 | 31.5 | 18 | 5.2 | 91 | 17.0 |
| Investments | 86 | 37.1 | 78 | 22.5 | 164 | 30.7 |
| Journalism | 12 | 5.2 | 26 | 7.5 | 38 | 7.1 |
| Language | 44 | 19.0 | 82 | 23.7 | 126 | 23.6 |
| Law | 34 | 14.7 | 34 | 9.8 | 68 | 12.7 |
| Management | 61 | 26.3 | 63 | 18.2 | 124 | 23.2 |
| Medicine | 21 | 9.1 | 72 | 20.8 | 93 | 17.4 |
| Dentistry | 15 | 6.5 | 29 | 8.4 | 44 | 8.2 |
| Nursing | 9 | 3.9 | 78 | 22.5 | 87 | 16.3 |
| Occult Science | 14 | 6.0 | 17 | 4.9 | 31 | 5.8 |
| Performing Arts | 16 | 6.9 | 51 | 14.7 | 67 | 12.5 |
| Psychology | 14 | 6.0 | 62 | 17.9 | 76 | 14.2 |
| Physical Fitness | 66 | 28.4 | 117 | 33.8 | 183 | 34.2 |
| Physical Science | 16 | 6.9 | 10 | 2.9 | 26 | 4.9 |
| Public Affairs | 35 | 15.1 | 38 | 11.0 | 73 | 13.6 |
| Public Speaking | 45 | 19.4 | 43 | 12.4 | 88 | 16.4 |
| Religion | 59 | 25.4 | 114 | 32.9 | 173 | 32.3 |
| Safety | 49 | 21.1 | 65 | 18.8 | 114 | 21.3 |
| Salesmanship | 42 | 18.1 | 16 | 4.6 | 58 | 10.8 |
| Sewing | 5 | 2.2 | 145 | 41.9 | 150 | 28.0 |

TABLE 3 (Continued)

| SUBJECTS | MALE (N=209) F | MALE (N=209) % | FEMALE (N=326) F | FEMALE (N=326) % | TOTAL (N=535) F | TOTAL (N=535) % |
|---|---|---|---|---|---|---|
| Social Science | 26 | 11.2 | 21 | 6.1 | 47 | 8.9 |
| Sports | 73 | 31.5 | 83 | 24.0 | 156 | 29.2 |
| Technical Skills | 87 | 37.5 | 34 | 9.8 | 121 | 22.6 |
| Travel | 28 | 12.1 | 61 | 17.6 | 89 | 16.6 |
| Other | 12 | 5.2 | 14 | 4.0 | 26 | 4.9 |

3. Personal Development. Investments, occult science, personal psychology, physical fitness and self defense, public speaking, and religious studies.

   Count per Respondent = 1.24

   Average Selection Rate = 119.2

4. Home and Family. Child development and care, gardening, home repairs and do-it-yourself skills, sewing, and cooking.

   Count per Respondent = 1.17

   Average Selection Rate = 168.3

5. General Education. Adult basic education, biology, English, great books, humanities, languages, physical science, and social science.

   Count per Respondent = 0.87

   Average Selection Rate = 62.8

6. Public Affairs. Citizenship, community problems, consumer education, and environment.

Count per Respondent = 0.39

Average Selection Rate = 55.5

As a group, the respondents were most interested in the subjects and skills having direct vocational relationships. Each respondent, on the average, selected almost two and one-half of the subjects listed in this area as a preference for continued learning. Based on the average selection rate, however, the subjects in the home-and-family category were most popular. Over one hundred and sixty-eight respondents (on the average) selected each subject in this category. This compared to average selection rates of 134.8 for the hobbies and recreation group, 119.2 for the personal development subjects, 83.4 for vocational subjects, 62.8 for the general education category, and 55.5 for the public affairs group.

Popularity of individual subjects is reflected by frequency of selection and the percentage of the respondent group selecting each subject. Inspection of Table 3 reveals that at least six subjects were selected by as many as thirty percent of the would-be learners. These subjects are listed below in order of preference.

| Subject | Frequency | Percentage |
|---|---|---|
| Crafts | 231 | 43.2 |
| Business Skills | 212 | 39.6 |
| Gardening | 192 | 35.9 |
| Physical Fitness | 183 | 34.2 |
| Home Repairs | 181 | 33.8 |
| Religion | 173 | 32.3 |
| Investments | 164 | 30.7 |

Men were most interested in learning more about technical skills (37.5%), investments (37.1%), home repair (36.6%), business skills (34.5%), sports and games (31.5%), and trades (31.5%). On the other hand, women prefer to learn about crafts (48.0%), sewing and cooking (41.9%), gardening (41.0%), business skills (38.2%), child development (37.3%), physical fitness (33.8%) and religion (32.9%).

Conditions of Learning

The researchers were most interested in determining the various conditions which might affect adult learning in Johnson County. Table 4 provides a summary of responses to several questionnaire items relating to the conditions of learning. For example, question four on the "Survey of Adult Learning" asks: "Would you like to get credit toward a degree or some other certificate of satisfactory completion for learning this area?" Approximately one-fifth of the respondents (19.8%) answered, "no, credit does not matter". Of the remaining would-be learners, seventy-five percent preferred to have some type of credit for their learning experiences. Forty-two percent preferred credit in the form of certificates, diplomas, and licenses, while thirty-one percent desired credit toward a recognized degree (AA, BA, or graduate). In our sample, slightly more women (77.0%) than men (71.8%) sought credit for their learning achievements.

Another condition of adult learning investigated in this study was preference for frequency of study. Question five

TABLE 4

Conditions of Learning

| CONDITION | MALE (N=209) F | % | FEMALE (N=326) F | % | TOTAL (N=535) F | % |
|---|---|---|---|---|---|---|
| **CREDIT** | | | | | | |
| No | 50 | 23.9 | 56 | 17.2 | 106 | 19.8 |
| Certificate | 46 | 22.0 | 88 | 27.0 | 134 | 25.0 |
| H.S. Diploma | 6 | 2.9 | 10 | 3.1 | 16 | 3.0 |
| License | 35 | 16.7 | 42 | 12.9 | 77 | 14.4 |
| AA | 16 | 7.7 | 41 | 12.6 | 57 | 10.7 |
| BA, BS | 28 | 13.4 | 50 | 15.3 | 78 | 14.6 |
| MA, PhD | 17 | 8.1 | 14 | 4.3 | 31 | [illegible] |
| Other | 2 | 1.0 | 6 | 1.8 | 8 | 1.5 |
| No Response | 9 | 4.3 | 19 | 5.8 | 28 | 5.2 |
| **FREQUENCY** | | | | | | |
| 1-2 ev/wk. | 149 | 71.3 | 173 | 53.1 | 322 | 60.2 |
| 1-2 aftn/wk. | 9 | 4.3 | 30 | 9.2 | 39 | 7.3 |
| 1-2 morn/wk. | 21 | 10.0 | 62 | 19.0 | 83 | 15.5 |
| 1-2 full days/wk. | 12 | 5.7 | 23 | 7.1 | 35 | 6.5 |
| 1-2 days/weekend | 7 | 3.3 | 7 | 2.1 | 14 | 2.6 |
| Summer Sessions | 3 | 1.4 | 18 | 5.5 | 21 | 3.9 |
| No Response | 8 | 3.8 | 13 | 4.0 | 21 | 3.9 |
| **METHOD OF LEARNING** | | | | | | |
| Lectures | 79 | 37.8 | 114 | 35.0 | 193 | 36.1 |
| Conferences | 30 | 14.6 | 41 | 12.6 | 71 | 13.3 |
| Prvt. Teachers | 9 | 4.3 | 10 | 3.1 | 19 | 3.6 |
| Discussion | 5 | 2.4 | 30 | 9.2 | 35 | 6.5 |
| Travel-study | 2 | 1.0 | 4 | 1.2 | 6 | 1.1 |
| OJT | 35 | 16.7 | 69 | 21.2 | 104 | 19.4 |
| Corres. Course | 9 | 4.3 | 8 | 2.5 | 17 | 3.2 |
| TV | 1 | 0.5 | 3 | 1.0 | 4 | 0.7 |
| Radio | 2 | 1.0 | 0 | 0.0 | 2 | 0.4 |
| Group Action | 6 | 2.9 | 13 | 4.0 | 19 | 3.6 |
| Self Study | 5 | 2.4 | 17 | 5.2 | 21 | 4.0 |
| Other | 4 | 1.9 | 2 | 0.6 | 6 | 1.1 |
| No Response | 22 | 10.5 | 15 | 4.6 | 37 | 6.9 |

TABLE 4 (Continued)

| CONDITION | MALE (N=209) F | % | FEMALE (N=326) F | % | TOTAL (N=535) F | % |
|---|---|---|---|---|---|---|
| **LEARNING CENTER** | | | | | | |
| High School | 19 | 9.1 | 32 | 9.7 | 51 | 9.5 |
| 2-yr. College | 44 | 21.1 | 84 | 25.4 | 128 | 23.9 |
| Voc. School | 25 | 12.0 | 30 | 9.1 | 55 | 10.3 |
| 4-yr. College | 27 | 12.9 | 44 | 13.3 | 71 | 13.3 |
| Grad. School | 4 | 1.9 | 3 | 1.0 | 7 | 1.3 |
| Adult School | 19 | 9.1 | 37 | 11.2 | 56 | 10.5 |
| Business Site | 4 | 1.9 | 7 | 2.1 | 11 | 2.1 |
| Employer | 5 | 2.4 | 5 | 1.5 | 10 | 1.9 |
| Relg. Group | 7 | 3.3 | 16 | 4.8 | 23 | 4.3 |
| Community Group | 2 | 1.0 | 13 | 3.9 | 15 | 2.8 |
| Corres. School | 7 | 3.3 | 6 | 1.8 | 13 | 2.4 |
| Gov. Agency | 1 | 0.5 | 0 | 0.0 | 1 | 0.2 |
| Library | 1 | 0.5 | 1 | 0.3 | 2 | 0.4 |
| Studio | 2 | 1.0 | 14 | 4.2 | 16 | 3.0 |
| Rec. Group | 2 | 1.0 | 1 | 0.3 | 3 | 0.6 |
| Indv. Instruction | 12 | 5.7 | 9 | 2.7 | 21 | 3.9 |
| Home | 12 | 5.7 | 23 | 6.9 | 35 | 6.5 |
| Other | 2 | 1.0 | 6 | 1.8 | 5 | 0.9 |
| No Response | 14 | 6.7 | 0 | 0.0 | 14 | 2.6 |
| **LENGTH OF STUDY** | | | | | | |
| 6 wks. | 46 | 22.0 | 62 | 19.0 | 108 | 20.2 |
| 3 months | 12 | 5.7 | 36 | 11.0 | 48 | 9.0 |
| 1 semester | 48 | 23.0 | 56 | 17.2 | 104 | 19.4 |
| 2 semesters | 24 | 11.5 | 38 | 11.7 | 62 | 11.6 |
| 3 semesters | 8 | 3.8 | 8 | 2.5 | 16 | 3.0 |
| 2 yrs. | 33 | 15.8 | 57 | 17.5 | 90 | 16.8 |
| Over 2 yrs. | 35 | 16.7 | 59 | 18.1 | 94 | 17.6 |
| No Response | 3 | 1.4 | 10 | 3.1 | 13 | 2.4 |
| **WILLING TO PAY** | | | | | | |
| Nothing | 6 | 2.9 | 8 | 2.5 | 14 | 2.6 |
| < 25 | 41 | 19.6 | 91 | 27.9 | 132 | 24.7 |
| 25 - 50 | 81 | 38.8 | 129 | 39.6 | 210 | 39.3 |
| 50 - 100 | 35 | 16.7 | 46 | 14.1 | 81 | 15.1 |
| 100 - 200 | 19 | 9.1 | 24 | 7.4 | 43 | 8.0 |
| < 200 | 23 | 11.0 | 22 | 6.7 | 45 | 8.4 |
| No Response | 4 | 1.9 | 6 | 1.8 | 10 | 1.9 |

asked: "How often would you want to attend classes, training sessions or study on your own?" The largest group of would-be learners (60.2%) preferred to study or attend classes one or two evenings per week. The next most preferred frequency of study was one to two mornings per week, an option selected by only 15.5 percent of the respondents.

A related question inquired about preferred length of study. Questionnaire item number eight asked: "How long would you want to continue your training or study in this area?" About twenty percent preferred to continue study six weeks or less, while another nine percent would continue learning up to three months. Over sixty-eight percent would be willing to spend at least one semester or more studying their preferred subject area. Eighteen percent of the would-be learners would be willing to continue their learning for a period of two years or more.

Another important condition explored in this study was the method of learning preferred by adults in Johnson County. Question six on the survey instrument asked: "There are many ways in which people can take a course of study. How would you want to learn this area if you could do it any way you wanted?" Data in Table 4 support the following statements related to preferred learning methods. About thirty-six percent of the potential learners preferred to learn by traditional lectures and classes. The remaining respondents selected the following alternatives: conferences (13.3%), private teachers (3.6%), discussion or study groups (6.5%), travel-study groups (1.1%), on-the-job training

(19.4%), correspondence courses (3.2%), television or video cassettes (3.2%), radio or audio cassettes (0.7%), group action projects (3.6%), and self-study (4.0%).

Question number seven focused on a related condition of learning and asked: "There are many places people can go to study or learn. Where would you want to go to learn the area listed first in question 3?" The largest group of respondents (23.9%) indicated that they would select a two-year college as a place to learn. Thirteen percent would study at a four-year college. Ten percent of the respondents would prefer to learn at a vocational school, and a similar number indicated a preference for an adult school as a place to learn. The next two most popular learning centers among the potential learners of Johnson County are a high school (9.5%) and their own home (6.5%). Twenty-six percent of the respondents indicated preferences for a variety of other possible learning centers as listed in Table 4.

Researchers at Hill Junior College wanted to know what would-be learners in Johnson County would be willing to pay for the instruction they wanted. Table 4 contains a summary of responses to the following question: "If there were a charge for the course or activity you named in question 3, how much would you be willing to pay?" Most respondents (95.5%) expect to pay for instructional services received. In our area, the largest group of potential learners would be willing to pay between twenty-five and fifty dollars to learn their preferred subject, fifteen percent would pay fifty to one hundred dollars, eight

percent would pay one hundred to two hundred dollars, and eight percent would pay over two hundred dollars to obtain the education they seek.

Reasons for Continued Learning

Persons conducting research for this study assumed that area educators and others would want to know the factors motivating adults to seek continued education. To obtain this information, the following question was posed to respondents: "Still thinking of your first choice in Question 3, how important is each of the following reasons to you for wanting to learn this area?" Table 5 lists the percentages of the respondents answering "somewhat important" or "very important" to each of the reasons given for continued learning. The most frequently cited reason for continued learning was to become better informed, for personal enjoyment, and enrichment (91.2%). Next in importance as a motivation for further learning was curiosity and learning for the sake of learning (76.6%). Seventy-three percent reported they would seek additional learning in order to become a happier person, sixty-six percent in order to become a more effective citizen, and sixty-five percent in order to meet new people. Almost ninety percent of the would-be learners listed vocational factors (getting a new job or advancing in a present job) as strong motivation for continued learning. Another fifty-five percent cited work toward certification or licensing as the reason for continuing their learning. Over sixty-one percent wanted to learn in order to be a better parent,

TABLE 5

Reasons for Continued Learning

| REASONS | MALE (N=209) F | % | FEMALE (N=326) F | % | TOTAL (N=535) F | % |
|---|---|---|---|---|---|---|
| New Job | 96 | 45.9 | 160 | 49.1 | 256 | 47.9 |
| Adv. Job | 94 | 45.0 | 130 | 39.9 | 224 | 41.9 |
| Enrich | 180 | 86.1 | 308 | 94.5 | 488 | 91.2 |
| Meet People | 116 | 55.5 | 232 | 71.2 | 348 | 65.0 |
| Requirements | 74 | 35.4 | 130 | 39.9 | 204 | 38.1 |
| Bet. Parent | 116 | 55.5 | 215 | 66.0 | 331 | 61.9 |
| Routine | 95 | 45.5 | 205 | 62.9 | 300 | 56.1 |
| License | 114 | 54.5 | 179 | 54.9 | 293 | 54.8 |
| Comm. Prob. | 103 | 49.3 | 196 | 60.1 | 299 | 55.9 |
| Church | 91 | 43.5 | 182 | 55.8 | 273 | 51.0 |
| Employ. Rqmts. | 96 | 45.9 | 163 | 50.0 | 259 | 48.4 |
| Citizens | 131 | 62.7 | 220 | 67.5 | 351 | 65.6 |
| Degree | 91 | 43.5 | 151 | 46.3 | 242 | 45.2 |
| Culture | 85 | 40.7 | 170 | 52.1 | 255 | 47.7 |
| Belonging | 104 | 49.8 | 200 | 61.3 | 304 | 56.8 |
| Curiosity | 139 | 66.5 | 271 | 83.1 | 410 | 76.6 |
| Happier | 131 | 62.7 | 259 | 79.4 | 390 | 72.9 |
| Solve Prob. | 76 | 36.4 | 150 | 46.0 | 226 | 42.2 |
| Pers. Prob. | 70 | 33.5 | 118 | 36.2 | 188 | 35.1 |
| Spiritual | 98 | 46.9 | 184 | 56.4 | 282 | 52.7 |
| Other | 14 | 6.7 | 15 | 4.6 | 29 | 5.4 |

husband, or wife. Other important reasons for adult learning include to better understand community problems (55.9%), getting away from the routine of daily living (56.1%), to feel a sense of belonging (56.8%), to learn more about their background and culture (47.7%), and to be able to better serve their church (51.0%).

Obstacles to Continued Learning

Researchers for this study were concerned to discover any barrier which might discourage adults in Johnson County from continued learning. Questionnaire item eleven on the "Survey of Adult Learning" asked: "Many things stop people from taking a course of study or learning a skill. Check all those listed below that you feel are important in keeping you from learning what you want to learn." Responses to this item are presented in Table 6.

The most frequently cited obstacles to learning in this study included lack of time (62.6%), cost (48.4%), hesitancy to attend school full-time (42.1%), home responsibilities (39.3%), and job responsibilities (38.1%). Other access barriers listed by the would-be learners were inconvenient scheduling of desired courses (28.2%), time required to complete a program (23.2%), lack of information (17.2%), attendance requirements (17.0%), desired courses are not available (17.0%), and fear of being too old (12.9%).

Time, cost, home responsibilities, dislike of full-time schooling, and job responsibilities headed the list of barriers

TABLE 6

Obstacles To Learning

| Obstacles | MALE (N=209) F | % | FEMALE (N=326) F | % | TOTAL (N=535) F | % |
|---|---|---|---|---|---|---|
| Cost | 78 | 37.9 | 181 | 54.4 | 259 | 48.4 |
| Time | 138 | 67.0 | 197 | 59.2 | 335 | 62.6 |
| Length of Prgm. | 50 | 24.3 | 74 | 22.2 | 124 | 23.2 |
| No Credit | 7 | 3.4 | 17 | 5.1 | 24 | 4.5 |
| Attend. Rqmts. | 41 | 19.9 | 50 | 15.0 | 91 | 17.0 |
| What to Learn | 15 | 7.3 | 24 | 7.2 | 39 | 7.3 |
| Place | 15 | 7.3 | 15 | 4.5 | 30 | 5.6 |
| Child Care | 5 | 2.4 | 38 | 11.4 | 43 | 8.0 |
| Schedule | 57 | 27.7 | 94 | 28.2 | 151 | 28.2 |
| Full Time | 89 | 43.2 | 136 | 40.8 | 225 | 42.1 |
| No Info. | 41 | 19.9 | 51 | 15.3 | 92 | 17.2 |
| Trans. | 1 | 0.5 | 14 | 4.2 | 15 | 2.8 |
| Red Tape | 16 | 7.8 | 44 | 13.2 | 60 | 11.2 |
| Ambitious | 6 | 2.9 | 7 | 2.1 | 13 | 2.4 |
| Idea | 3 | 1.5 | 13 | 3.9 | 16 | 3.0 |
| Home Resp. | 54 | 26.2 | 156 | 46.8 | 210 | 39.3 |
| Job Resp. | 89 | 43.2 | 115 | 34.5 | 204 | 38.1 |
| Lack Energy | 12 | 5.8 | 25 | 7.5 | 37 | 6.9 |
| Too Old | 17 | 8.3 | 52 | 15.6 | 69 | 12.9 |
| Lack Conf. | 12 | 5.8 | 34 | 10.2 | 46 | 8.6 |
| Requirements | 6 | 2.9 | 14 | 4.2 | 20 | 3.7 |

TABLE 6 (Continued)

| Obstacles | MALE (N=209) F | % | FEMALE (N=326) F | % | TOTAL (N=535) F | % |
|---|---|---|---|---|---|---|
| Avail. Courses | 36 | 17.5 | 55 | 16.5 | 91 | 17.0 |
| Don't Enjoy | 14 | 6.8 | 34 | 10.2 | 48 | 9.0 |
| Tired of School | 13 | 6.3 | 26 | 7.8 | 39 | 7.3 |
| Other | 5 | 2.4 | 2 | 0.6 | 7 | 1.3 |

perceived by female respondents. Factors perceived by males to be important barriers to education include time, job responsibilities, dislike for full-time schooling, cost, inconvenient scheduling of courses, and home responsibilities.

Preferred Sources of Educational Advice

Assuming that the amount of educational information and the quality of educational advice available might influence the delivery of learning opportunities in Johnson County, the researchers asked: "People often need information and advice before beginning a course of study or during a course. With whom, if anybody, would you discuss each of the matters listed below?" The responses to this question are presented in summary form in Table 7.

For information and advice concerning the availability of educational programs. most respondents (78.3%) would prefer

TABLE 7

Educational Advice

| | MALE (N=209) | | FEMALE (N=326) | | TOTAL (N=535) | |
|---|---|---|---|---|---|---|
| | F | % | F | % | F | % |
| **Avail. of Ed. Prgms.** | | | | | | |
| Sch. or Col. Couns. | 153 | 73.2 | 266 | 81.6 | 419 | 78.3 |
| Soc. Couns. | 12 | 5.7 | 8 | 2.5 | 20 | 3.7 |
| Employer | 9 | 4.3 | 8 | 2.5 | 17 | 3.1 |
| Friends or Fam. | 14 | 6.7 | 31 | 9.5 | 44 | 8.2 |
| No One | 15 | 7.2 | 10 | 3.1 | 25 | 4.7 |
| No Response | 6 | 2.9 | 3 | 0.9 | 9 | 1.7 |
| **Pay for Studies** | | | | | | |
| Sch. or Col. Couns. | 94 | 45.0 | 122 | 37.4 | 216 | 40.4 |
| Soc. Couns. | 8 | 3.8 | 21 | 6.4 | 29 | 5.4 |
| Employer | 10 | 4.8 | 10 | 3.1 | 20 | 3.7 |
| Friends or Fam. | 33 | 15.8 | 112 | 34.4 | 145 | 27.1 |
| No One | 46 | 22.0 | 49 | 15.0 | 95 | 17.8 |
| No Response | 18 | 8.6 | 12 | 3.7 | 30 | 5.6 |
| **Enrollment Proc.** | | | | | | |
| Scho. or Col. Couns. | 171 | 81.8 | 289 | 88.7 | 460 | 86.0 |
| Soc. Couns. | 13 | 6.2 | 8 | 2.5 | 21 | 3.9 |
| Employer | 1 | 0.5 | 2 | 0.6 | 3 | 0.6 |
| Friends or Fam. | 7 | 3.3 | 17 | 5.2 | 24 | 4.5 |
| No One | 1 | 0.5 | 3 | 0.9 | 4 | 0.7 |
| No Response | 16 | 7.7 | 7 | 2.1 | 23 | 4.3 |
| **Plan Degree** | | | | | | |
| Sch. or Col. Couns. | 154 | 73.7 | 261 | 80.1 | 415 | 77.6 |
| Soc. Couns. | 7 | 3.3 | 7 | 2.1 | 14 | 2.6 |
| Employer | 1 | 0.5 | 2 | 0.6 | 3 | 0.6 |
| Friends or Fam. | 9 | 4.3 | 18 | 5.5 | 27 | 5.0 |
| No One | 20 | 9.6 | 27 | 8.3 | 47 | 8.8 |
| No Response | 18 | 8.6 | 11 | 3.4 | 29 | 5.4 |

TABLE 7 (Continued)

| | MALE (N=209) F | % | FEMALE (N=326) F | % | TOTAL (N=535) F | % |
|---|---|---|---|---|---|---|
| **Select Course** | | | | | | |
| Sch. or Col. Couns. | 135 | 64.6 | 194 | 59.5 | 329 | 61.5 |
| Soc. Couns. | 10 | 4.8 | 8 | 2.5 | 18 | 3.4 |
| Employer | 4 | 1.9 | 4 | 1.2 | 8 | 1.5 |
| Friends or Fam. | 15 | 7.2 | 63 | 19.3 | 78 | 14.6 |
| No One | 19 | 9.1 | 40 | 12.3 | 59 | 11.0 |
| No Response | 26 | 12.4 | 17 | 5.2 | 43 | 8.0 |
| **Study Habits** | | | | | | |
| Sch. or Col. Couns. | 130 | 62.2 | 210 | 64.4 | 340 | 63.6 |
| Soc. Couns. | 6 | 2.9 | 7 | 2.1 | 13 | 2.4 |
| Employer | 5 | 2.4 | 3 | 0.9 | 8 | 1.5 |
| Friends or Fam. | 18 | 8.6 | 33 | 10.1 | 51 | 9.5 |
| No One | 13 | 6.2 | 42 | 12.9 | 55 | 10.3 |
| No Response | 37 | 17.7 | 31 | 9.5 | 68 | 12.7 |
| **Employment Poss.** | | | | | | |
| Sch. or Col. Couns. | 63 | 30.1 | 115 | 35.3 | 178 | 33.3 |
| Soc. Couns. | 28 | 13.4 | 33 | 10.1 | 61 | 11.4 |
| Employer | 58 | 27.8 | 113 | 34.7 | 171 | 32.0 |
| Friends or Fam. | 10 | 4.8 | 13 | 4.0 | 23 | 4.3 |
| No One | 16 | 7.7 | 21 | 6.4 | 37 | 6.9 |
| No Response | 34 | 16.3 | 31 | 9.5 | 65 | 12.1 |
| **Uses of Study** | | | | | | |
| Sch. or Col. Couns. | 101 | 48.3 | 161 | 49.4 | 262 | 49.0 |
| Soc. Couns. | 16 | 7.7 | 23 | 7.1 | 39 | 7.3 |
| Employer | 32 | 15.3 | 67 | 20.6 | 99 | 18.5 |
| Friends or Fam. | 13 | 6.2 | 28 | 8.6 | 41 | 7.7 |
| No One | 9 | 4.3 | 12 | 3.7 | 21 | 3.9 |
| No Response | 38 | 18.2 | 35 | 10.7 | 73 | 13.6 |

to go to a school or college counselor. Preferences for advice and information on paying for studies were more

equally divided. Forty percent of the respondents would go to school or college counselors and twenty-seven percent would seek advice from friends and family. Eighteen percent of the respondents would not seek advice regarding payment for desired studies.

Relative to enrollment procedures (86.0%), planning a degree program (77.6%), selecting a course (61.5%), and improving study habits (63.6%) most would-be learners would prefer to consult a school or college counselor for information and advice. When seeking information concerning employment possibilities as a result of training, forty-five percent would consult a school, college or social counselor; thirty-two percent would go to an employer; four percent would consult friends or family, and seven percent would ask no one. For determining the possible uses of newly acquired learning or skills, fifty-six percent would consult counselors, nineteen percent would seek the advice of employers, eight percent would ask friends or family, and four percent would seek no advice.

Judged on the basis of how frequently respondents indicated they would seek advice from no one, men seem to be more independent than women with regard to availability of educational programs, uses of learning and skills, employment possibilities, paying for studies, and degree planning. On the other hand, women appear more independent regarding the factors of selecting a course of study and improving study habits. Relative independence is about equal for men and women regarding enrollment procedures.

## Attitudes of Respondents Toward Hill Junior College

One of the purposes of this study was to determine how the respondents felt about Hill Junior College, and several questionnaire items were included to determine community attitudes. Table 8 provides a summary of participant responses to each of these questions.

Question twenty-four asked: "Do you feel the area needs a community junior college such as Hill Junior College?" Most respondents (62.7%) felt the college was "very valuable" to the area. Another twelve percent believed the college to be of moderate value, while twenty-three percent could see little or no value in the college. The would-be learners were slightly more likely to see value in the college than the non-learners (75.3% as compared to 65.9%), and among the would-be learners, slightly more favorable attitudes were held by men (88.0%) than women (67.2%).

Respondents were also asked to respond to this question: "How well informed do you feel about Hill Junior College?" Another question was closely related: "Where do you get most of your information about Hill Junior College?" Fifty-one percent of the group sampled felt at least adequately informed about the college; however, almost one-half of all respondents considered themselves only poorly informed or not informed at all. Of those responding to the question (17.7% failed to respond) about ten percent reported that the newspaper was their

TABLE 8

Attitudes of Respondents Toward
Hill Junior College

| | LEARNERS (N=535) | | | | NON-LEARNERS (N=41) | | | | TOTAL (N=576) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Male (N=209) | | Female (N=326) | | Male (N=22) | | Female (N=19) | | | |
| | F | % | F | % | F | % | F | % | F | % |
| VALUE OF COLLEGE | | | | | | | | | | |
| Very Val. | 165 | 78.9 | 172 | 52.8 | 17 | 77.3 | 7 | 36.8 | 361 | 62.7 |
| Mod. Val. | 19 | 9.1 | 47 | 14.4 | 2 | 9.1 | 1 | 5.3 | 69 | 12.0 |
| Little Val. | 18 | 8.6 | 101 | 31.0 | 2 | 9.1 | 11 | 57.9 | 132 | 22.9 |
| No Val. | 0 | 0.0 | 0 | 0.0 | 1 | 4.5 | 0 | 0.0 | 1 | 0.2 |
| No Resp. | 7 | 3.3 | 6 | 1.8 | 0 | 0.0 | 0 | 0.0 | 13 | 2.3 |
| INFORMED | | | | | | | | | | |
| Very Well | 26 | 12.4 | 39 | 12.0 | 3 | 13.6 | 0 | 0.0 | 68 | 11.8 |
| Adequate | 78 | 37.3 | 132 | 40.5 | 7 | 31.8 | 11 | 57.9 | 228 | 39.6 |
| Poorly | 83 | 39.7 | 124 | 38.0 | 8 | 36.4 | 5 | 26.3 | 220 | 38.2 |
| Not Informed | 20 | 9.6 | 30 | 9.2 | 4 | 18.2 | 3 | 15.8 | 57 | 9.9 |
| No Resp. | 2 | 1.0 | 1 | 0.3 | 0 | 0.0 | 0 | 0.0 | 3 | 0.5 |
| INFORMATION SOURCE | | | | | | | | | | |
| Newspaper | 26 | 12.4 | 28 | 8.6 | 0 | 0.0 | 1 | 5.3 | 55 | 9.5 |
| Radio | 0 | 0.0 | 0 | 0.0 | 1 | 4.5 | 0 | 0.0 | 1 | 0.2 |
| T.V. | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| College Pub. | 12 | 5.7 | 18 | 5.5 | 0 | 0.0 | 0 | 0.0 | 30 | 5.2 |
| College Students | 54 | 25.8 | 106 | 32.5 | 7 | 31.8 | 9 | 47.4 | 176 | 30.6 |
| Friends | 66 | 31.6 | 100 | 30.7 | 7 | 31.8 | 1 | 5.3 | 174 | 30.2 |
| None | 15 | 7.2 | 16 | 4.9 | 4 | 18.2 | 3 | 15.8 | 38 | 6.6 |
| No Resp. | 36 | 17.2 | 58 | 17.8 | 3 | 13.6 | 5 | 26.3 | 102 | 17.7 |

TABLE 8 (Continued)

| | LEARNERS (N=535) | | | | NON-LEARNERS (N=41) | | | | TOTAL (N=576) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Male (N=209) | | Female (N=326) | | Male (N=22) | | Female (N=19) | | | |
| | F | % | F | % | F | % | F | % | F | % |
| **OFFICIAL REACTION** | | | | | | | | | | |
| Understand | 78 | 37.3 | 112 | 34.4 | 9 | 40.9 | 3 | 15.8 | 202 | 35.1 |
| Pass-the-buck | 13 | 6.2 | 6 | 1.8 | 0 | 0.0 | 1 | 5.3 | 20 | 3.5 |
| Ignore Me | 3 | 1.4 | 2 | 0.6 | 0 | 0.0 | 1 | 5.3 | 6 | 1.0 |
| Don't Know | 113 | 54.1 | 202 | 62.0 | 12 | 54.5 | 14 | 73.7 | 341 | 59.2 |
| NO Response | 2 | 1.0 | 4 | 1.2 | 1 | 4.5 | 0 | 0.0 | 7 | 1.2 |
| **SATISFIED** | | | | | | | | | | |
| Yes | 165 | 78.9 | 280 | 85.9 | 20 | 90.9 | 15 | 78.9 | 480 | 83.3 |
| No | 29 | 13.9 | 26 | 8.0 | 1 | 4.5 | 3 | 15.8 | 59 | 10.2 |
| No Response | 15 | 7.2 | 20 | 6.1 | 1 | 4.5 | 1 | 5.3 | 37 | 6.4 |
| **IMPROVEMENTS** | | | | | | | | | | |
| Dormitory | 36 | 17.4 | 64 | 19.3 | 3 | 14.3 | 2 | 11.8 | 105 | 18.2 |
| Library | 83 | 40.1 | 130 | 39.3 | 5 | 23.8 | 9 | 52.9 | 227 | 39.4 |
| Sports | 48 | 23.2 | 46 | 13.9 | 9 | 42.9 | 4 | 23.5 | 107 | 18.6 |
| Adult Courses | 99 | 47.8 | 136 | 41.1 | 5 | 23.8 | 2 | 11.8 | 242 | 42.0 |
| Off-Campus Courses | 44 | 21.3 | 78 | 23.6 | 2 | 9.5 | 2 | 11.8 | 126 | 21.9 |
| Voc. Tec. Courses | 113 | 54.6 | 144 | 43.5 | 11 | 52.4 | 8 | 47.1 | 276 | 47.9 |
| Women's Courses | 18 | 8.7 | 79 | 23.9 | 2 | 9.5 | 0 | 0.0 | 99 | 17.2 |
| Curriculum | 47 | 22.7 | 65 | 19.6 | 1 | 4.8 | 3 | 17.6 | 116 | 20.1 |
| Other | 20 | 9.7 | 24 | 7.3 | 2 | 9.5 | 0 | 0.0 | 46 | 8.0 |

main source of information about the college. In Johnson County however, word-of-mouth communication seems to be the best source of information about the college (30.6% for students and 30.2% for friends). Radio (0.2%), television (0.0%), and college publications (5.2%) hardly seem to be significant sources of information about the college. Almost one of every five respondents (17.7%) reported they had no source of information for learning about the college.

Question twenty-seven on the "Survey of Adult Learning" asked: "If you were concerned about a problem at the college and contacted the appropriate officials, how do you think they would react?" Fifty-nine percent said they "did not know how the officials would react," but a large group (35.1%) said the officials "would understand and try to help." Only four percent said the officials would "pass-the-buck," and one percent felt they would be ignored by the college officials.

Participants in this study were asked to respond to this question: "In general, are you satisfied with the service Hill Junior College is giving the area?" The overwhelming majority of the respondents (83.3%) answered "yes" to this question. Only about ten percent of the sample indicated dissatisfaction with the service provided by the college.

Item number twenty-nine on the research questionnaire inquired: "If money were no object, what improvements would you recommend for Hill Junior College?" The respondents ranked the available choices in this order: more vocational-technical

courses (47.9%), more adult courses (42.0%), better library (39.4%), better curriculum (20.1%), more off-campus courses (21.9%), more sports (18.6%), a dormitory (18.2%), and women's courses (17.2%).

## SUMMARY OF FINDINGS

The data presented in the previous section of this report appear to support a number of findings which will be summarized below. These findings will be presented in the sequence utilized for analysis of the data and will be discussed under these headings: the would-be learners, preferred subjects and skill areas, conditions of learning, reasons for continued learning, obstacles to continued learning, preferred sources of educational advice, and attitudes of respondents to Hill Junior College.

### The Would-be Learners

Results of this study confirm that the number of would-be learners in Johnson County is relatively large. Generalizing the findings of the study to the total population of the county would indicate that the potential learners (92.9% of the population over eighteen) may number as high as thirty thousand people. About eighteen thousand of these potential learners would be women and another twelve thousand or so would be men. About twenty-two thousand of the would-be learners should be married, and about half of these couples can be expected to have one or more children.

## Preferred Subjects and Skill Areas

This study clearly demonstrated that the learning interests of people in Johnson County is quite diverse. Crafts, business skills, gardening, physical fitness, home repairs, religion, and investments are the most popular subjects among residents of the county. The larger areas of home and family, hobbies and recreation, personal development, and vocational subjects rate high in the general public's interest.

## Conditions of Learning

Most of the potential learners of Johnson County will want to receive some type of credit for their experiences. This credit may take the form of certification, licensing, or the granting of a degree, but any future delivery system for the continued education of adults in this area will need to provide recognition for learning. In addition, most learners will prefer to study one or two nights per week in blocks of time which are one semester or less in length. Apparently, the would-be learner in Johnson County will feel most comfortable learning in traditional lectures, classes, and conferences. The junior college and four-year college will serve most potential learners as an acceptable learning center, and almost all of them will expect to pay between $25.00 and $50.00 for their learning experience with some expecting to pay two-hundred dollars or more for their learning.

## Reasons for Continued Learning

Most potential learners in Johnson County have very personal reasons for seeking additional learning. They want to be better informed, and they see learning as a source of personal enjoyment and enrichment. In addition, they seek additional learning out of curiosity and for its own sake. Others hope to become better citizens, happier people, and to gain new friends. Many will use new knowledge and skills to gain a new job or to advance in their present work. Still others see learning as a means to become better parents and marriage partners, while some will want a better understanding of community problems, an escape from the daily routine, and to gain a sense of belonging.

## Obstacles to Continued Learning

Several access barriers were identified among the would-be learners of Johnson County. The more important of these included lack of time, cost, dislike of full-time schooling, and home and job responsibilities.

## Preferred Sources of Educational Advice

The traditional school, college, or social counselor is the most acceptable source for educational information and advice in Johnson County. Only on specific questions such as the cost of learning and the employment potential of new skills are people likely to seek advice elsewhere.

## Attitudes Toward Hill Junior College

This study demonstrates conclusively that the attitudes of Johnson County residents toward Hill Junior College are very good. Better than four out of five of all respondents agreed that the college is a valuable asset to the area. One-half of the residents appear to be adequately informed about the college, and they get most of their information from college students and friends. Public confidence in the officials of Hill Junior College also appears to be relatively high, especially so in view of the current popular mistrust of all public officials. Moreover, there is widespread agreement that the college is providing satisfactory service to the area. More vocational and technical courses, more adult courses, a better library and a better curriculum seem to be the improvements in the college which most people would support.

## CONCLUSIONS AND RECOMMENDATIONS

The director of this research project believes that this study strongly supports the following conclusions.

1. That several thousand persons in Johnson County desire to obtain additional learning, but are not being adequately served by the current programs and institutions available to them.

2. That there are identifiable barriers to learning, that, if removed, would allow much greater access to continued education for the residents of Johnson County.

3. That there now exists enough information as a result of this study to design a delivery system which can make educational services available and acceptable to a much greater segment of the public.

4. That the residents of Johnson County have enough confidence in Hill Junior College to look to it as the most likely institution to deliver additional educational services.

In addition to these basic conclusions, the author also believes that the research findings of this study call for a variety of actions by Hill Junior College. To be specific, the researcher makes the following recommendations for institutional action.

1. That Hill Junior College should move quickly to increase the comprehensiveness of learning opportunities for both traditional and non-traditional students. Particular attention should be given to developing learning opportunities in areas related to home and family matters, personal development, hobbies and crafts, and vocational skills.

2. That Hill Junior College should begin now to design a delivery system which will minimize or eliminate as many of the potential barriers to continued adult learning as possible. Specifically, the system will need to make learning available in a time-efficient, less than full-time schedule that utilizes evening hours and other non-traditional times. Learning activities which avoid conflicts with, or else are compatible with the home and job responsibilities of most potential learners, will have to be designed.

3. That Hill Junior College should commit resources to provide a flexible program of learning opportunities designed for the potential learners identified in this report.

4. That Hill Junior College should make every effort to retain the high level of community support and goodwill identified in this study. This study indicates that the following actions are likely to bring the desired results:

a. Keep the public informed. The best media for informing the community about Hill Junior College will be our own college students, but newspapers, radio, and other avenues of communication should also be utilized.

b. The college's own publications could be made more effective. At present, they appear to do little to keep the public informed.

c. Since school and college counselors are held in high regard in our area, these professionals should be utilized as sources of advice and information about Hill Junior College. These counselors should be kept fully informed about the programs and activities of the college in order to provide the best educational advice to their clients.

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# APPENDIX A

## SURVEY OF ADULT LEARNING

H I L L  J U N I O R  C O L L E G E

Box 619  Hillsboro, Texas  76645

817 582-2555

# SURVEY

# OF

# ADULT LEARNING

The purpose of this survey is to find out what kinds of things adults in our area would like to learn outside of full-time schooling.

There are many explorations now going on to find ways of bringing education to more and more people. Your answers to this questionnaire will help us in making recommendations to educators, government officials, and business men regarding wider opportunities for learning for all adults.

You were chosen as part of a carefully selected sample of area adults. Your answers, therefore, are very important in making the survey results as accurate as possible.

In responding to this survey, you will be asked to check (✓) one or more choices for about 30 questions. The questions are easy to answer, and the survey should take only a short time to complete.

The information you give will be held in the strictest confidence. Your own answers will not be identified in any way.

Thank you for your cooperation.

Acknowledgements

This questionnaire has been adapted and is used with the permission of Educational Testing Service, Princeton, New Jersey. ETS developed the original instrument for use in a national survey for the Commission on Non-Traditional Study. The questionnaire has since been reproduced as an appendix in the book, Planning Non-Traditional Programs, published in March, 1974, by Jossey-Bass, Inc.

1. Is there anything in particular that you would like to know more about, or would like to learn how to do better? (please check one)

_____yes
_____no

If you answered YES, please complete all items. If you answered NO, please turn to item number 16 and complete the remaining items.

2. Listed below is a wide variety of subjects and skills which people might wish to study or learn. Which ones interest you enough to spend a fair amount of time on them? (check all that apply)

_____ 1. Agricultural subjects, farming
_____ 2. Architecture
_____ 3. Adult basic education, such as reading, basic math
_____ 4. Biological Science
_____ 5. Business skills

_____ 6. Child development and Child care
_____ 7. Citizenship, Americanization
_____ 8. Commercial Art
_____ 9. Community problems such as housing, jobs, etc.
_____10. Computers and data processing

_____11. Consumer education
_____12. Cosmetology, hair dressing, barbering
_____13. Crafts, such as woodworking, weaving, knitting, painting, etc.
_____14. Creative writing: writing letters, short stories, poetry, etc.
_____15. Education

_____16. Engineering: civil, electrical, mechanical, etc.
_____17. English
_____18. Environment, pollution, conservation
_____19. Fine Arts: music, drama, sculpture, painting
_____20. Flight training, ground school

_____21. Gardening: vegetable, flower, lawns
_____22. Great Books
_____23. Home repairs and do-it-yourself skills
_____24. Humanities: literature, history, geography, etc.
_____25. Trades: such as printing, masonry, plumbing, construction

_____26. Investments, such as money, finance
_____27. Journalism
_____28. Languages, such as French, German, Spanish
_____29. Law
_____30. Management skills, such as business administration, hotel management

_____31. Medical technology, such as x-ray technician, dental assistant
_____32. Medicine, Dentistry
_____33. Nursing
_____34. Occult Sciences, such as astrology, tarot
_____35. Performing arts, such as dance, music, drama

_____36. Personal psychology, such as encounter groups
_____37. Physical fitness and self defense, such as exercises, karate
_____38. Physical sciences, such as physics
_____39. Public affairs, such as current events, world problems
_____40. Public speaking

_____41. Religious studies, such as Bible, world religious
_____42. Safety, such as first aid, water safety
_____43. Salesmanship
_____44. Sewing, cooking
_____45. Social sciences, such as ethnic studies, economics, government

_____46. Sports and games, such as golf, bridge, swimming, boating
_____47. Technical skills, such as auto mechanics, T.V. repair, drafting
_____48. Travel, foreign lands
_____49. Other, please specify_____

3. Of the areas listed in question 2, which would you <u>most</u> <u>like</u> to study or learn? Please write in the names or numbers of your first, second, and third choices in the spaces below.

First Choice_____
Second Choice_____
Third Choice_____

<u>Please answer questions 4 through 10 by thinking about the area you listed first in question 3</u>.

4. Would you like to get credit toward a degree or some other certificate of satisfactory completion for learning this area? (Check one of the following)

_____ 1. No, doesn't matter, don't care
_____ 2. Certificate of satisfactory completion
_____ 3. Credit toward high school diploma
_____ 4. Credit toward skill certificate or license
_____ 5. Credit toward a two-year college degree (AA)
_____ 6. Credit toward a four-year college degree (BA,BS)
_____ 7. Credit toward an advanced degree (MA,PhD)
_____ 8. Other, please specify_____
_____

5. How often would you want to attend classes, training sessions, or study on your own? (check only one)

_____ 1. One or two evenings per week
_____ 2. One or two afternoons per week
_____ 3. One or two mornings per week
_____ 4. One or two full days per week
_____ 5. One or two weekend days
_____ 6. Summer sessions

6. There are many ways in which people can take a course of study. How would you want to learn this area if you could do it any way you wanted? (Check the one which best describes how you would like to study this field.)

_____ 1. Lectures or classes
_____ 2. Short term conferences, institutes, workshops
_____ 3. Individual lessons from a private teacher
_____ 4. Discussion groups, informal book club, or study group
_____ 5. Travel-study program

_____ 6. On-the-job training, internship
_____ 7. Correspondence course
_____ 8. T.V. or video cassettes
_____ 9. Radio, records, or audio cassettes
_____10. Work on a group action project

_____11. Study on my own, no formal instruction
_____12. Other, please specify_____
_____

7. There are many places people can go to study or learn. Where would you want to go to learn the area you listed first in question 3? (Check only one)

_____ 1. High school, day or evening
_____ 2. Two year community junior college
_____ 3. Vocational, trade, technical, or business school
_____ 4. Four-year college or university
_____ 5. Graduate school
_____ 6. Special school for adult education
_____ 7. Business or industrial site
_____ 8. Employer
_____ 9. Religious institution or group
_____10. Community or social organization, such as YMCA

_____11. Correspondence school
_____12. Government agency (federal, state, or local)
_____13. Library or other cultural institution such as a museum
_____14. Fine or performing arts or crafts studio
_____15. Recreational or sports groups

_____16. Individual instructor
_____17. Home
_____18. Other, please specify_____
_____

8. How long would you want to continue your training or study in this area? (Check only one)

_____ 1. Six weeks or less
_____ 2. Three months
_____ 3. One semester (4 1/2 months)
_____ 4. Two semesters
_____ 5. Three semesters
_____ 6. Two years
_____ 7. Over two years

9. Still thinking of your first choice in Question 3, how important is <u>each</u> of the following reasons to you for wanting to learn the area? Respond in columns A, B, or C for each reason listed below. (Please check <u>one</u> blank in <u>each</u> row)

| | A not important | B somewhat important | C very important |
|---|---|---|---|
| 1. Help get a new job | ____ | ____ | ____ |
| 2. Help to advance in present job | ____ | ____ | ____ |
| 3. Become better informed, personal enjoyment, and enrichment | ____ | ____ | ____ |
| 4. Meet new people | ____ | ____ | ____ |
| 5. Meet requirements for getting into an educational program | ____ | ____ | ____ |
| 6. Be a better parent, husband, or wife | ____ | ____ | ____ |
| 7. Get away from the routine of daily living | ____ | ____ | ____ |
| 8. Work toward certification or licensing | ____ | ____ | ____ |
| 9. Better understand community problems | ____ | ____ | ____ |
| 10. Be better able to serve my church | ____ | ____ | ____ |
| 11. Meet the requirements of my employer, profession, or someone in authority | ____ | ____ | ____ |
| 12. Become a more effective citizen | ____ | ____ | ____ |
| 13. Work toward a degree | ____ | ____ | ____ |
| 14. Learn more about my own background and culture | ____ | ____ | ____ |
| 15. Feel a sense of belonging | ____ | ____ | ____ |
| 16. Curiosity, learn for the sake of learning | ____ | ____ | ____ |
| 17. Become a happier person | ____ | ____ | ____ |
| 18. Work toward solutions of problems such as discrimination and pollution | ____ | ____ | ____ |
| 19. Get away from personal problems | ____ | ____ | ____ |
| 20. Improve my spiritual well-being | ____ | ____ | ____ |
| 21. Other_____ | ____ | ____ | ____ |

10. If there were a charge for the course or activity you named in Question 3, how much would you be willing to pay? (Check only <u>one</u>)

_____ 1. Nothing, would not pay
_____ 2. Less than $25
_____ 3. Between $25 and $50
_____ 4. Between $50 and $100
_____ 5. Between $100 and $200
_____ 6. More than $200

11. Many things stop people from taking a course of study or learning a skill. Check all those listed below that you feel are important in keeping you from learning what you want to learn.

_____ 1. Cost, including books, learning materials, child care, transportation, as well as tuition
_____ 2. Not enough time
_____ 3. Amount of time required to complete program
_____ 4. No way to get credit for a degree
_____ 5. Strict attendance requirements

_____ 6. Don't know what I'd like to learn or what it would lead to
_____ 7. No place to study or practice
_____ 8. No child care
_____ 9. Courses I want aren't scheduled when I can attend
_____10. Don't want to go to school full-time

_____11. No information about places or people offering what I want
_____12. No transportation
_____13. Too much red tape in getting enrolled
_____14. Hesitate to seem too ambitions
_____15. Friends or family don't like the idea

_____16. Home responsibilities
_____17. Job responsibilities
_____18. Not enough energy and stamina
_____19. Afraid that I'm too old to begin
_____20. Low grades in the past, not confident of my ability

_____21. Don't meet requirements to begin program
_____22. Courses I want don't seem to be available
_____23. Don't enjoy studying
_____24. Tired of going to school, tired of classrooms
_____25. Other, describe_____
_____

12. Check the one item below that shows the amount of formal education you have had.

_____ 1. Eight years of school or less
_____ 2. One to three years of high school
_____ 3. High School diploma
_____ 4. Business or trade school
_____ 5. One year of college

_____ 6. Two years of college
_____ 7. Two-year college degree
_____ 8. Three years of college
_____ 9. Four-year college degree
_____10. Some graduate or professional school

_____11. First post graduate degree (law degree, MA, MSW)
_____12. Doctorate degree (PhD, MD, EdD)

13. People often need information and advice before beginning a course of study or during a course. Some people find it most helpful to talk with professional counselors at a school or college or at a community, government, or social agency. Others would rather talk with employers, friends, or members of their family. With whom, if anybody, would you discuss <u>each</u> one of the matters listed below? Respond in Columns A, B, C, D, or E for each kind of problem. Please check one space in each row.

| | A Counselor at a school or college | B Counselor at social, government or community agency | C Employer | D Friends or family | E Nobody |
|---|---|---|---|---|---|
| Availability of educational programs | ____ | ____ | ____ | ____ | ____ |
| Paying for studies | ____ | ____ | ____ | ____ | ____ |
| Enrollment procedures | ____ | ____ | ____ | ____ | ____ |
| Planning a degree program | ____ | ____ | ____ | ____ | ____ |
| Choosing a course | ____ | ____ | ____ | ____ | ____ |
| Improving study habits or techniques | ____ | ____ | ____ | ____ | ____ |
| Employment possibilities as a result of training | ____ | ____ | ____ | ____ | ____ |
| Uses of training or study | ____ | ____ | ____ | ____ | ____ |
| Other, please describe | | | | | |
| _____ | ____ | ____ | ____ | ____ | ____ |

14. Are you enrolled in school or college at the present time?

____ 1. Yes, full-time
____ 2. Yes, part-time (half-time or less)
____ 3. No

15. Here are some reasons people have given for not taking more courses or instruction. Check all those reasons that apply to you.

_____ 1. I'd be interested in taking some type of course, but there's nothing like that available around here.
_____ 2. The courses I've heard about sound pretty dull.
_____ 3. I can learn all I need to know without taking courses to do it.
_____ 4. I'm much to busy with other things right now, and just wouldn't have the time.
_____ 5. I'm interested in a lot of things, but I really don't enjoy studying.

_____ 6. Right now, I just couldn't afford it.
_____ 7. I've never thought about taking a special course.
_____ 8. Other, please describe_____
_____

For statistical purposes only, we need to know something about your background.

16. Indicate your sex

_____ 1. Female
_____ 2. Male

17. Your age

_____ 1. Under 25
_____ 2. 25-29
_____ 3. 30-34
_____ 4. 35-44
_____ 5. 45-54
_____ 6. 55 and over

18. Your race

_____ 1. White
_____ 2. Black, Negro
_____ 3. Latin-American, Chicano
_____ 4. Asian, Oriental
_____ 5. Native American, American Indian
_____ 6. Other, please specify
_____

19. What is your marital status?

_____ 1. Single
_____ 2. Married
_____ 3. Widowed
_____ 4. Divorced, separated

20. How many children, 17 years or younger, do you have?

_____ 1. One
_____ 2. Two
_____ 3. Three
_____ 4. Four
_____ 5. Five or more
_____ 6. None

21. Approximately what was the combined income of you and your spouse (if married) last year (before taxes)?

_____ 1. Less than $3,000
_____ 2. $3,000 to $4,999
_____ 3. $5,000 to $6,999
_____ 4. $7,000 to $7,999
_____ 5. $8,000 to $9,999
_____ 6. $10,000 to $14,999
_____ 7. $15,000 to $24,999
_____ 8. $25,000 and over

22. Did you have any paid job as of September 15, 1976?

_____ 1. Yes, full-time job
_____ 2. Yes, a part-time job
_____ 3. No

23. Where do you reside?

_____

_____

We are also interested in knowing how you feel about Hill Junior College on a number of important points.

24. Do you feel the area needs a community junior college such as Hill Junior College? (Check one)

_____ 1. Very valuable to the area
_____ 2. Moderately valuable to the area
_____ 3. Of little value to the area
_____ 4. Of no value at all to the area

25. How well informed do you feel about Hill Junior College?

_____ 1. Very well informed
_____ 2. Adequately informed
_____ 3. Poorly informed
_____ 4. Not informed at all

26. Where do you get most of your information about Hill Junior College?

_____ 1. Newspaper
_____ 2. Radio
_____ 3. T.V.
_____ 4. College publications and announcements
_____ 5. College students
_____ 6. Through neighbors, friends, or relative
_____ 7. Don't get any

27. If you were concerned about a problem at the college and contacted the appropriate officials, how do you think they would react? (Check only one)

_____ 1. They would understand my problem and do what they could about it.
_____ 2. They would listen to me, but would try to avoid doing anything -- they would try to pass the buck.
_____ 3. They would ignore me, or would dismiss me as soon as they could.
_____ 4. Don't know how they would react.

28. In general, are you satisfied with the service Hill Junior College is giving the area?

_____ 1. Yes
_____ 2. No

29. If money were no object, what improvements would you recommend for Hill Junior College? (Check all that apply)

_____ 1. Dormitory
_____ 2. Better library facilities
_____ 3. More sports
_____ 4. More courses for adults
_____ 5. More courses taught off campus

_____ 6. More technical, vocational, or occupational courses
_____ 7. More courses for women
_____ 8. Better curriculum
_____ 9. Other _____

_____

_____

Thank you for your cooperation.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 28 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES